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ABSTRACT

Focusing on the way marginalization or "exclusion" from school is experienced by children in English foster/residential care and the professionals working with them, this book shows how a reflective understanding of the complex school exclusion process can be applied to both child welfare practice and policy. By drawing on the personal accounts of young people and on evidence gained by interviewing teachers, psychologists, social workers, and residential caregivers in three local authorities, it shows how exclusion from school is a pivotal process rather than a single event; exclusion has deep-rooted causes and long-term negative effects not just in terms of the individuals themselves but also for society as a whole. Along with such factors as ethnicity, gender, age, and geographical location, the book also shows how individuals, educational institutions, local authorities, and central government policy all have a role to play. It outlines the need for young people to have supportive relationships with caregivers and stresses the importance of collaboration between social work professionals in residential care and education professionals. Also highlighted is the practical significance of early intervention. Subject and author indexes are included. (Contains 317 references.) (HTH)

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